DOCUMENT RESUME

ED 121 505 32 RC 009 102

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TITLE Annual Report of the Texas Child Migrant Program, ESEA Title 1, 1974-75.
INSTITUTION State Univ. of New York, Albany. Univ. Libraries.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE Nov 75
NOTE 43p.; For related document, see ED 100 576

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage
DESCRIPTORS Academic Achievement; Annual Reports; Elementary Secondary Education; *Enrichment Programs; *Instructional Programs; Mathematics; *Migrant Child Education; Parent Participation; Preschool Education; *Program Descriptions; *Pupil Personnel Services; Reading; Summer Programs; Tables (Data)
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *Texas

ABSTRACT

During 1974-75, 181 school districts in Texas operated programs aimed at eliminating some of the educational deprivation of 61,799 migrant children. The majority of these districts concentrated their greatest efforts in the basic subjects including reading, mathematics, and oral language. Programs were operated in grades K-12 and a special migrant prekindergarten for 4-year olds. Two types of programs were operated: the 7-month program and the enrichment program. The 7-month program was designed to compensate for the inability of certain migrant children to attend school the entire 10-month term. Enrichment programs were operated on such plans as: extra daily services providing supplementary teachers, or teacher aides providing additional services; an extended day program; or self-contained classrooms with only migrant pupils in a nongraded structure. In all the programs, the objectives were to provide pupils with social services, clothing, transportation, fees, guidance and counseling, psychological services, dental and medial services, and food as well as instructional activities which focused on reading, oral language development, enrichment experiences, English language arts, and mathematics. This annual report describes the instructional programs and pupil services provided during 1974-75. (NQ)

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RC006-04-76

ANNUAL REPORT

OF THE

TEXAS CHILD MIGRANT PROGRAM

ESEA, TITLE I

1974-75

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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November 1975

RC009102

COMPLIANCE WITH TITLE VI, CIVIL RIGHTS ACT OF 1964 AND THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT, EASTERN DISTRICT OF TEXAS, TYLER DIVISION

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

(1) acceptance policies on student transfers from other school districts;

(2) operation of school bus routes or runs on a non-segregated basis;

(3) non-discrimination in extracurricular activities and the use of school facilities;

(4) non-discriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning or dismissing of faculty and staff members who work with children;

(5) enrollment and assignment of students without discrimination on the ground of race, color or national origin;

(6) non-discriminatory practices relating to the use of a student's first language; and

(7) evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, Department of Health, Education and Welfare.

If there be a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

FOREWORD

According to the Good Neighbor Commission of Texas, migratory farmworkers are people who seek out agricultural-related jobs because more stable, better paid employment is unavailable to them.

The problems of the migrants are not those for which there are ready or pat solutions. They stem in part from the economic situations related to seasonal agricultural production, and these are not readily controlled.

Within the past two decades the problems of the migrant in the United States have come to represent a major area of concern to educators, economists, health advocates, and politicians alike. Committees and study groups have been created, structured, and re-structured for the purpose of examining the social, economic, and educational deprivation of the migratory farmworkers.

During the 1974-75 school year, 181 school districts in Texas operated programs aimed at eliminating some of the educational deprivation of 61,799 children of migrant laborers. These programs utilized slightly more than $18,000,000 in funds from the Elementary and Secondary Education Act, Title I Migrant.

The vast majority of these districts concentrated their greatest efforts in the basic subjects including reading, mathematics, and oral language. In all three of these subject areas the test data show a mean gain overall at each grade level. These gains ranged from a low of .2 grade equivalents to a high of 1.5 grade equivalents. Also, 45 percent of the students in reading programs and 46 percent of those in the mathematics and oral language programs showed gains equal to or greater than those expected of the general population (i.e. a gain of 1.0 month per month of instruction).

Recognizing the importance of training in the early years and the problems the migrant generally has with the English language, the Texas Education Agency approved a prekindergarten program for 2,706 four-year-old migrant children in 1974-75.

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INTRODUCTION

Regulations

The Regulations for Title I of the Elementary and Secondary Education Act of 1965, P.L. 89-10, require the following as indicated in Section 116.22:

> There must be at least an annual evaluation of the program, including appropriate objective measurements of educational achievement and the comparing, at least annually, of the educational achievement of participating children with some objective standard or norm. The type of measurement used by a local educational agency should give particular regard to the requirement that the State Educational Agency report to the U. S. Commissioner of Education on the effectiveness of the programs in that State in improving the educational achievement of participating children.

Purposes

In addition to the Federal mandate that an annual statewide evaluation of migrant programs funded under Title I be conducted and results reported to the U. S. Commissioner of Education, other purposes of the evaluation process include the following:

- To assure the U. S. Commissioner of Education and the Congress that the funds expended in Texas were used to supplement migrant education.
- To provide the local school districts with a format for evaluating the migrant program that will produce conclusions and recommendations that can be used for decision making while, at the same time, meeting the need for State information.
- To provide appropriate personnel of the Texas Education Agency with information to assist in program planning and approval for the succeeding year.

Philosophy

The philosophy under which the Texas Child Migrant Program funded through ESEA, Title I Migrant operates is described in An Administrative Guide for Programs for the Education of Migrant Children produced by the Migrant and Preschool Division of the Texas Education Agency, Austin, Texas, and revised in January, 1975.

The Texas Child Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children.

The migrant child needs special help because of:

- The mobility of the family.
- The difficulties experienced with the use of English as a second language or because of regional dialect.

The Texas Child Migrant Program is committed to the philosophical principles which provide the basis for:

- A program that will help the migrant realize the highest possible potential, creativeness, and usefulness and
- a program that will prepare the migrant to function adequately in the mainstream of the educational program.

Participants in the Texas Child Migrant Program must meet the following definition according to the United States Office of Education.

> A migratory child of a migratory agricultural worker is a child who has moved with his family from one school district to another during the past year in order that a parent or other member of his immediate family might secure employment in agriculture or in related food processing activities.

Program

Descriptive data on the FY 1975 Title I Migrant Program were gleaned from the completed Annual Evaluation Report of the Texas Child Migrant Program Funded Through Title I Migrant, 1974-75.

Of the 181 Texas school districts approved and funded to operate Title I Migrant programs during the 1974-75 school year, only one district failed to return the Annual Evaluation Report with data adequate for State reporting purposes.

FY 1975 federal dollars approved for expenditure to assist the State of Texas in the education of the migratory child and administered through the Texas Education Agency include the following:

Direct Assistance to LEAs	$17,719,289
Staff Development	10,000
Summer Institutes	700,000
Interstate Cooperation Project	128,350
Regional Education Service Centers	250,000
Performance Objectives Project	225,000
TOTAL	$19,032,639

This evaluation report addresses only the direct assistance to LEAs. This direct assistance is given through the Texas Child Migrant Program. This program is operated in grades K-12 and a special migrant prekindergarten for four-year-olds. There are two types of program structures for the migrant population of a district, the seven-month program and the enrichment program.

The seven-month program is designed to compensate for the inability of certain migrant children to attend school the entire ten-month term. Because of the migration patterns of their families these children return to their home base areas in the latter part of October and leave in the latter part of April. This type of school operates a minimum of 135 instructional days and the school day is extended so that the children are exposed to the same number of instructional hours as are children in the regular program.

The number of districts operating seven month programs has declined steadily in recent years with only five districts in the Rio Grande Valley operating this type of program during 1974-75.

The enrichment program may be operated by a district on one or a combination of the following plans, according to its needs and situation:

- Extra services during the day to provide supplementary instructional activities with a supplementary or resource teacher in a classroom, a circulating supplementary teacher, or teacher aides providing additional services;

- An extended day program in which migrant children participate in the regular school program and school day activities, but receive additional instruction after school; and

- Self-contained classrooms with only migrant pupils in a nongraded structure.

In all of these program structures the objectives have been to provide the migrant pupils with social services (attendance services), clothing, transportation, fees, guidance and counseling, psychological services, dental and medical services, and food in support of instructional activities which focus on reading, oral language development, enrichment experiences, English language arts, and mathematics. Other objectives have placed special emphasis on parental involvement programs and model secondary programs. Summer school programs offer a variety of instructional activities, as well as enrichment, physical education, and recreation activities. Staff development activities have been provided for personnel involved with the migrant program.

The Foundation School Program designed a special teacher allocation formula to assure that classrooms do not become overcrowded during peak enrollment periods. The formula allocates teachers on the three peak reporting periods rather than the usual six reporting periods, thus providing a maximum number of teachers from State funds.

Funding of the Program

During the 1974-75 school year, $18,104,591 which included funds carried over from the previous year, were reported as expended by 181 participating Texas school districts and one nonprofit organization (see page 6). Title I Migrant funds are categorical aid designed to provide instruction and services over and above that already provided by the local school district. Table 1 shows the amount and percent of Title I Migrant funds encumbered for each of the areas listed. Salaries to personnel accounted for more than 75 percent of the expenditures. Included in the $1.5 million expended for materials and supplies is approximately $150,000 especially allocated to seven districts in the Lower Rio Grande Valley for media centers to serve the Texas Child Migrant Program.

TABLE 1

SUMMARY OF TITLE I, MIGRANT FUNDS
EXPENDED DURING 1974-75 PROGRAMS

Area of Expenditure	Amount Expended	Percent of Total
Instructional Administration	$678,456	3.7%
Instructional Personnel	11,120,124	61.4
Pupil Services Personnel	1,821,085	10.1
Instructional and Pupil Services-Materials and Supplies	1,530,600	8.4
Staff Development	143,700	.8
Community Services	1,155,533	6.4
Other Operating Expenses	462,443	2.6
Capital Outlay-Equipment	281,593	1.6
Capital Outlay-Construction	1,469	.01
Plant Maintenance and Operation	266,759	1.4
General Administration	268,403	1.4
Indirect Costs	374,426	2.1
TOTAL EXPENDITURES	$18,104,591	100.0%

PARTICIPATION

During school year 1974-75, 61,799 children of migratory parents were involved in programs specially designed to meet their needs. All but five percent of these children were Spanish-surnamed Americans. The ethnic backgrounds of these "other" children were presumed to include both Black and Anglos. Table 2 lists the students participating in Migrant programs by grade level. As in past years, the majority of the children participating were in the elementary grades (72 percent in grades prekindergarten through six). The greatest increase in the number of participants in the last five years was at the preschool level. Figure A presents a historical overview of participation since 1964. From 1970 to 1975, 111 percent increase in participation in preschool education has been evidenced, with a 14 percent increase from 1974-75. Much of this increase is attributable to the addition of the program for four-year-old children. An increased awareness by parents about the importance of communication skills has also caused enrollment to increase.

Migrant programs were provided in 181 school districts. In addition, one nonprofit organization, the Texas Migrant Council, Inc., provided preschool programs in five locations. According to Figure B the number of districts offering migrant programs has increased each year; however the rate of increase is declining.

All of the children received supplementary instructional services and 93 percent received pupil services through the use of Title I Migrant funds.

According to the data collected on average daily membership, the peak attendance months were February and March. The enrollment increased the most between October and November and decreased between April and May.. Approximately 10 percent of the children identified as migrants were not served in Title I Migrant programs. Of the total number of children served during the regular school term, 47 percent were enrolled in September and 58 percent in May.

TABLE 2

PARTICIPATION OF CHILDREN IN MIGRANT PROGRAMS

Grade Level	Number of Students	Percent of Total
Prekindergarten	2,706	4.4%
Kindergarten	4,676	7.6
1	6,570	10.6
2	5,706	9.2
3	5,933	9.6
4	5,792	9.4
5	5,717	9.2
6	5,365	8.7
7	4,904	7.9
8	4,195	6.8
9	3,048	4.9
10	2,147	3.5
11	1,522	2.5
12	1,235	2.0
Ungraded Elementary	2,068	3.3
Ungraded Secondary	92	.2
Special Education	123	.2
TOTAL	61,799	100.0%

Figure A

PARTICIPATION TRENDS

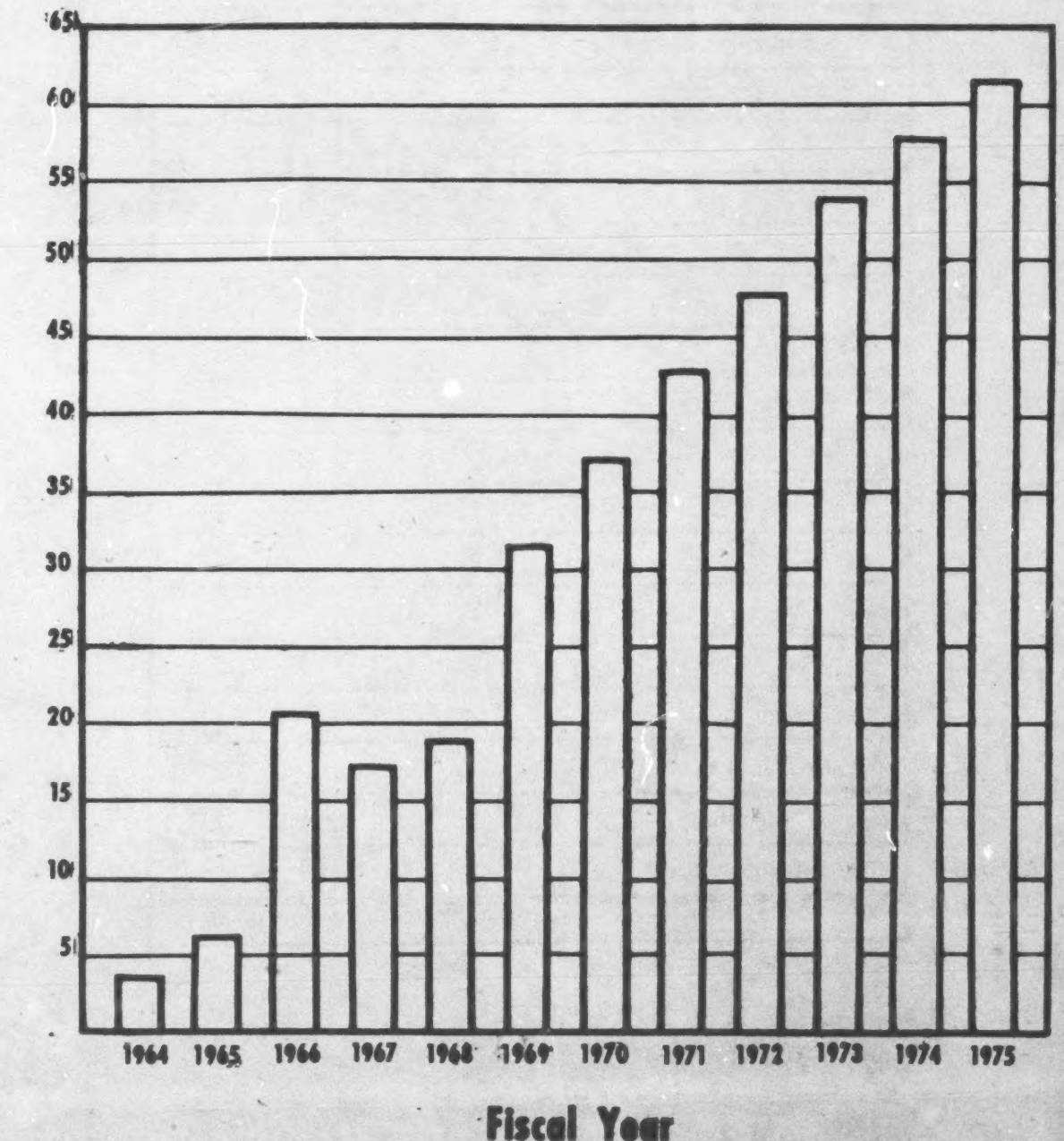
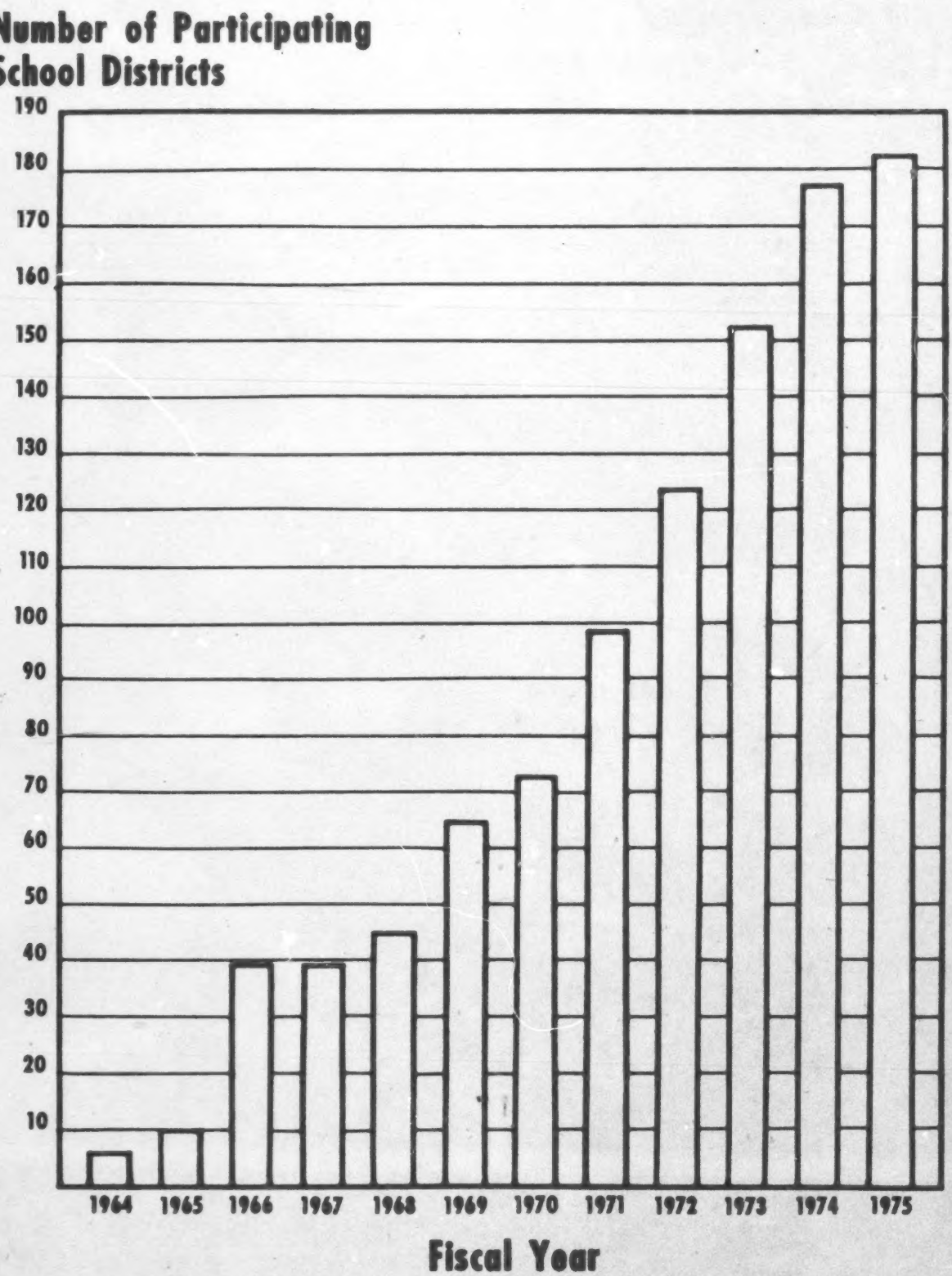


Figure B

PARTICIPATION OF DISTRICTS



NONINSTRUCTIONAL SUPPORT ACTIVITIES

Participation and expenditures for service activities were reported according to the manner in which these were described in the components of the Consolidated Application for State and Federal Assistance. Table 3 displays the different service components reported. The non-instructional support component encompasses all of the various pupil services in the cases where districts did not report these separately. Because of the change in reporting format, it is difficult to accurately ascertain the extent of services received by pupils. However, the ability of the local districts to evaluate the objectives established in the Consolidated Application for State and Federal Assistance proved to be an advantage to this reporting method.

TABLE 3

Noninstructional Support Activities

Type of Service Components	Number Receiving Service	Title I Migrant Funds Expended	"Other" Funds Expended	Per Pupil Cost (Migrant Funds Only)
Health and Food	35,119	$ 601,658	$285,662	$17.13
Clothing, Social Services, Attendance	18,639	166,388	16,184	8.93
Guidance and Counseling	11,635	160,804	14,766	13.82
Noninstructional Support	19,627	786,071	275,129	40.05
TOTAL	57,315 (Unduplicated)	$1,714,921	$591,741	

INSTRUCTIONAL PROGRAM

Table 4 shows the number of participants by instructional program area along with the amount of money expended for each area.

The most popular type program provided supplementary instruction covering all basic subject areas with more pupils (27,253) involved than in any other type program.

It should be noted that the number of participants in kindergarten programs is less than the total number of migrant kindergarten children (see Table 2). The difference is caused by the inclusion of some kindergarten children in other program areas. The children reported in Table 4 as kindergarten participants include only those children who participated in a kindergarten program which was funded as a separate entity from other programs in a district.

The category "instructional support" included such program areas as library services, media services, field trips, and tutorial programs.

TABLE 4*

NUMBER OF PARTICIPANTS AND PER PUPIL EXPENDITURES
IN THE MIGRANT PROGRAM FOR INSTRUCTIONAL ACTIVITIES

Instructional Activity	Number of Participants	Amount of Funds Expended All Sources	Per Pupil Expenditure All Sources	Amount of Title I Migrant Funds Expended	Per Pupil Expenditure Title I Migrant Funds
Reading	14,569	$2,491,933	$171	$2,007,205	$138
Mathematics	7,375	1,143,931	155	632,321	86
Oral Language/ Communication/ Bilingual	17,393	4,525,639	260	2,684,409	154
Language Arts	9,677	1,862,033	192	1,335,701	138
All Basic Subject Areas	27,253	4,592,868	169	2,947,023	108
Kindergarten	1,565	568,489	363	341,022	218
Enrichment Activities	4,205	60,753	14	53,527	13
Vocational	918	138,972	151	87,872	96
Other Subject Areas	3,764	582,536	155	128,159	34
Instructional Support	9,282	267,915	29	190,182	20

EFFECTIVENESS OF READING, MATHEMATICS AND ORAL LANGUAGE PROGRAMS

Figures C, D, and E present the mean pretest and posttest scores by grade level for the reading, mathematics, and oral language programs funded through Title I Migrant in Texas. Test results, as presented in these figures, show that in all cases, the posttest mean score was higher than the corresponding pretest mean score, indicating a mean gain at each grade level. Gains in reading ranged from a low of .3 grade equivalent (grade 9) to a high of .8 grade equivalent (grade 7), gains in mathematics ranged from a low of .2 grade equivalent to a high of 1.0 grade equivalent (grade 12), and gains in oral language ranged from a low of .5 grade equivalent (grade 8) to a high of 1.5 grade equivalents (grade 12).

Also presented in tables 5, 6 and 7 are the number of students tested by grade level, and an indication of the percentage of program participants showing gains/losses of month per month of instruction.

It should be noted that the time between pretest and posttest was less than one year for most districts. This must be kept in mind when studying these results since a program with a mean rate of gain of 1.0 grade equivalent per year would not necessarily show a mean gain of 1.0 grade equivalent for the 1974-75 school year.

Information was grouped by program, rather than by type of test administered. For the most part, this created no problems with reading and mathematics programs, as most reading program participants were tested with a reading test, and most mathematics program participants were tested with a mathematics test. However, while many programs classified as oral language administered oral language tests, many used other subject areas as a medium for language instruction and practice, and reported composite achievement test scores, or scores from testing in these other subject areas. Hence, many different types of testing are included in the mean score data presented in the chart for oral language programs. Figures C, D, and E are intended only to give a picture of the position of migrant children on the grade equivalent scale, and to show that gains have been demonstrated across the board in these programs.

The mean gain was .56 months per month of instruction for reading, .60 for mathematics and .66 for oral language. The data used in the preparation of these charts come from a variety of testing instruments, all of which report in terms of grade equivalency. These tests may vary in reliability, validity, norming procedures, skills measured, difficulty, and other factors.

TABLE 5

READING ACHIEVEMENT DATA

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	Percent of Pupils Showing Gains/Losses of Months per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
1	1,498	154	19.4	27.6	35.1	17.9
2	1,463	934	17.7	22.1	20.9	39.3
3	1,863	1,230	19.6	19.7	18.8	41.9
4	1,808	1,258	23.0	19.2	17.4	40.5
5	1,910	1,367	25.0	14.7	14.6	45.7
6	1,637	992	29.6	16.3	12.0	42.2
7	1,215	717	19.3	11.5	12.6	56.6
8	871	607	31.2	9.4	9.4	50.1
9	819	431	23.0	15.0	5.1	56.9
10	319	120	31.6	8.8	6.1	53.5
11	146	64	36.1	19.7	8.2	36.1
12	155	132	34.1	8.1	6.7	51.1
TOTAL	13,704	8,006	23.9	16.6	15.0	44.5

TABLE 6

MATHEMATICS ACHIEVEMENT DATA

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	Percent of Pupils Showing Gains/Losses of Months per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
1	706	4	0.0	25.0	25.0	50.0
2	834	574	16.9	22.8	21.8	38.5
3	742	607	13.5	17.2	15.3	54.0
4	925	765	21.0	18.2	17.0	43.7
5	914	703	20.5	14.9	16.0	48.6
6	776	653	26.8	12.6	15.5	45.1
7	557	278	27.4	11.0	12.7	48.9
8	631	214	37.5	6.8	7.8	47.8
9	671	101	34.8	20.5	17.9	26.8
10	391	58	43.7	4.2	12.7	39.4
11	148	23	52.2	8.7	13.0	26.1
12	80	6	0.0	33.3	0.0	66.7
TOTAL	7,375	3,986	22.4	15.8	16.1	45.7

TABLE 7

ORAL LANGUAGE ACHIEVEMENT DATA

GRADE LEVEL	NUMBER IN PROGRAM	NUMBER OF PUPILS TESTED	Percent of Pupils Showing Gains/Losses of Months per Month of Instruction			
			0.0 or less	.1 - .5	.6 - .9	1.0 or more
1	2,267	308	11.0	22.7	23.1	43.2
2	1,939	563	11.4	18.3	21.7	48.7
3	1,913	667	17.3	17.8	20.2	44.7
4	1,900	621	19.5	21.3	15.2	44.1
5	1,846	602	18.9	19.8	17.1	44.2
6	1,677	503	18.4	16.1	16.1	49.4
7	1,552	481	25.2	14.3	12.4	48.1
8	1,369	432	32.8	12.9	12.4	41.8
9	377	34	25.8	9.7	12.9	51.6
10	273	29	9.1	0.0	13.6	77.3
11	182	39	26.9	11.5	3.8	57.7
12	145	37	14.3	7.1	0.0	78.6
TOTAL	15,440	4,316	20.1	17.4	16.6	45.9

Figure C

READING ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

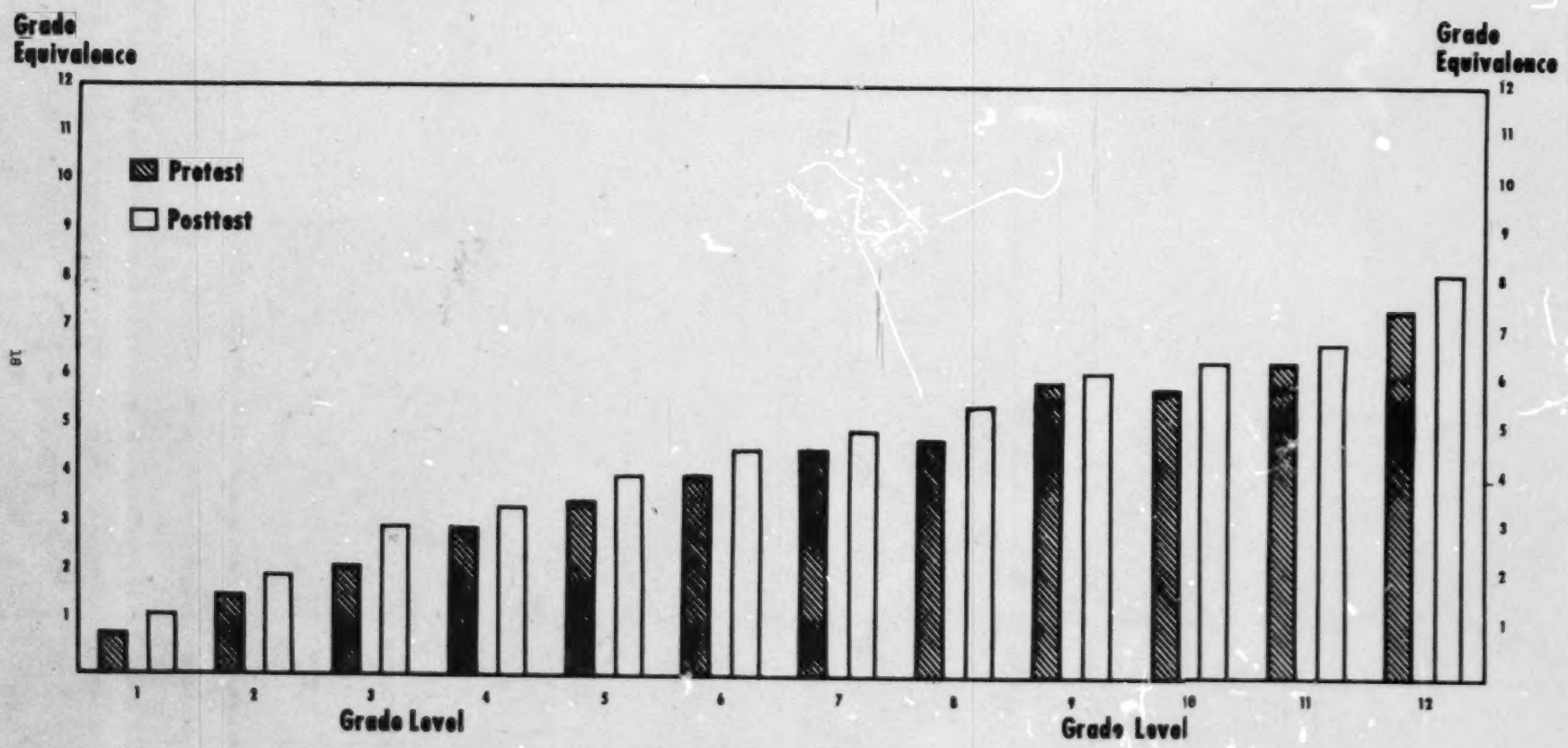


Figure D

MATHEMATICS ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES

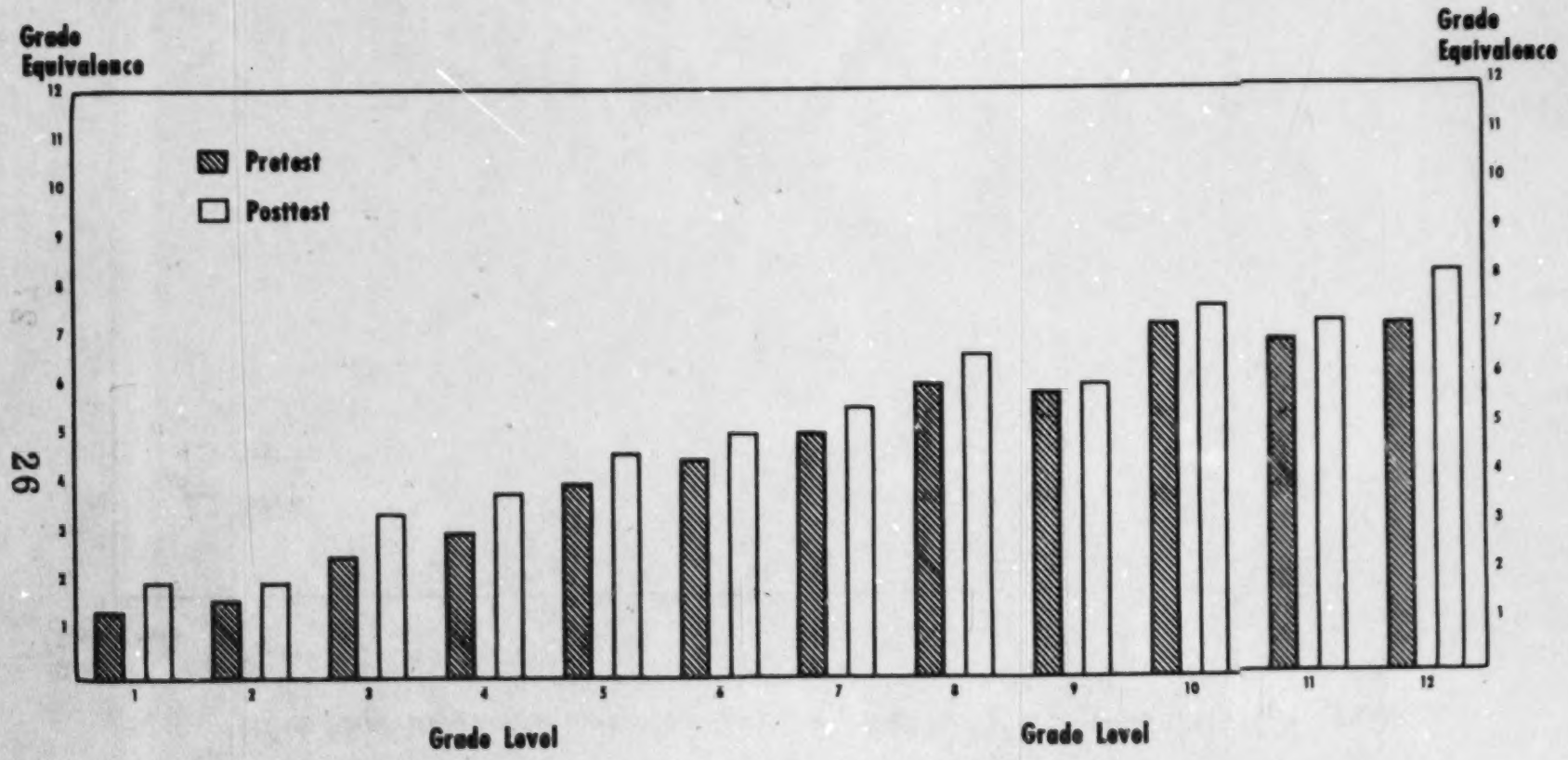
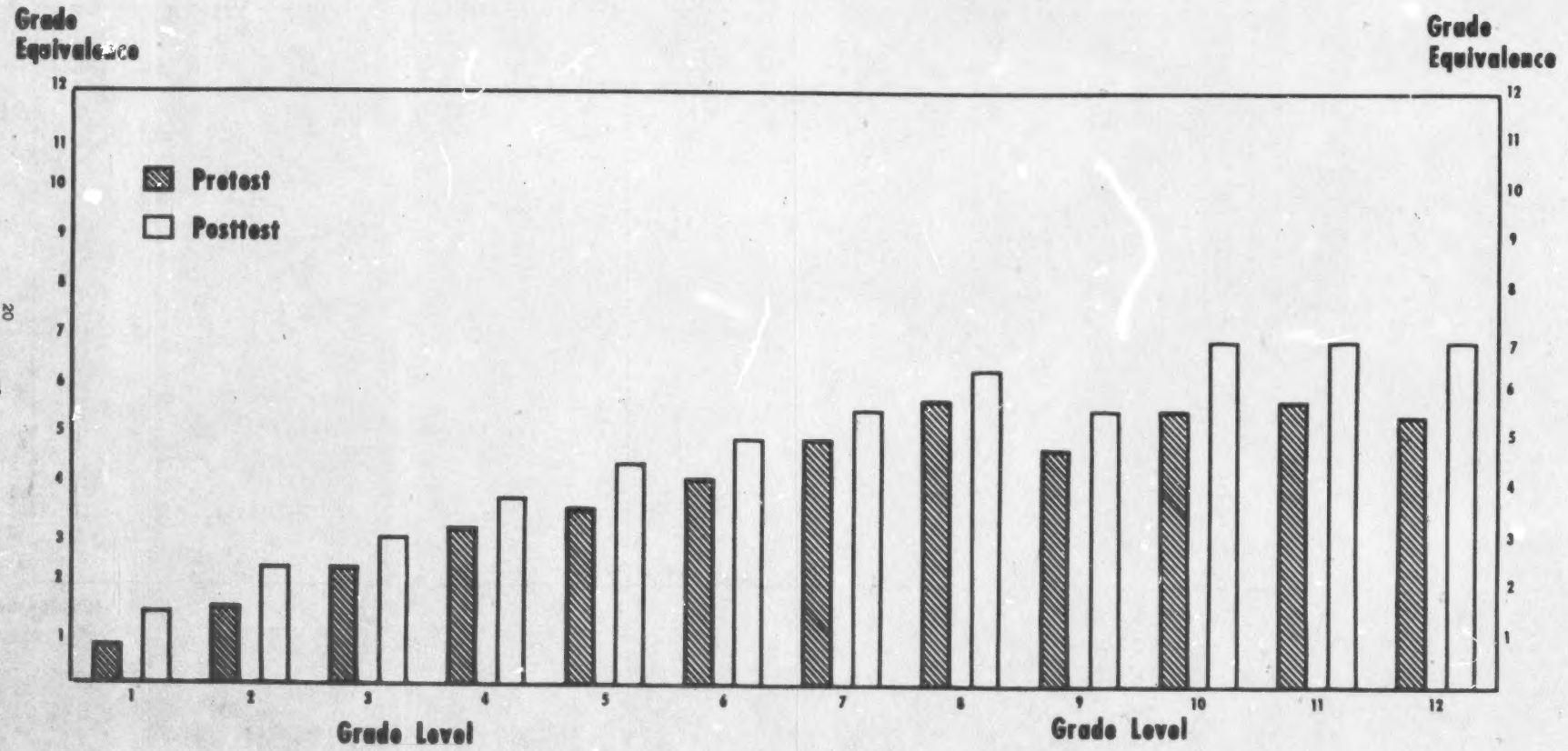


Figure E

ORAL LANGUAGE ACHIEVEMENT DATA - MEAN PRETEST AND POSTTEST SCORES



PREKINDERGARTEN PROGRAM FOR FOUR-YEAR-OLD MIGRANT CHILDREN

The prekindergarten program for four-year-old migrant children is usually a self-contained unit with 20 children for each teacher and aide. However, the program can operate, within guidelines, in an open classroom structure with the kindergarten program.

A bilingual-multicultural curriculum especially designed for Texas migrant children by the Southwest Educational Development Laboratory is utilized in all existing programs. This curriculum contains components in bilingual language development, gross and fine motor coordination, visual and auditory skills, cognitive development and multicultural activities. Individualization of instruction is built into the assessment and teaching process so children may progress according to their unique developmental rate.

Staff development and inservice are required and made available through migrant education service center staff members throughout the state.

The migrant prekindergarten program for 1974-75 served 2,706 four-year-olds in 136 units of 20 or fewer pupils each. These 136 units were operated by 51 local school districts, 3 education service center cooperatives and the Texas Migrant Council, which operated 6 units under contract with the Texas Education Agency. A total of approximately $1.5 million in Title I Migrant funds were expended statewide for four-year-old migrant children. Tables 8 and 9 show the extent to which skills were mastered by the students tested. Forty-four districts tested level 2 skills and 10 districts had advanced far enough to test level 3 skills. No test results were received from the units operated by the Texas Migrant Council.

Table 8

SKILLS MASTERED BY PARTICIPANTS IN THE
FOUR-YEAR-OLD PROGRAM FOR MIGRANT CHILDREN

Level 2 Skills

Mastery Skills	Number of Pupils Tested	Percent of Pupils Mastering Skill
Reproducing block design in perspective	1,470	84%
Pointing to came coins	1,248	96
Pointing to pictures named	1,263	92
Naming missing picture	1,319	77
Naming pairs of rhyming words	1,315	70
Matching sounds and pictures	1,348	86
Imitating body movement modeled	1,280	89
Completing dot to dot pictures	1,243	91
Labeling pictures	1,205	87
Following directions	1,411	75
Naming animals	1,358	87
Stating differences between two animals	1,402	81

Table 9

SKILLS MASTERED BY PARTICIPANTS IN THE
FOUR-YEAR-OLD PROGRAM FOR MIGRANT CHILDREN

Level 3 Skills

Mastery Skills	Number of Pupils Tested	Percent of Pupils Mastering Skill
Completing board matrix	334	79%
Reproducing block pattern from memory	316	77
Pointing to picture having name that rhymes with cue	305	65
Narrating part of story shown in two pictures	301	80
Catching ball with both hands	322	94
Throwing ball with both hands	322	94
Describing texture of twig in bag	281	86
Describing action shown in picture	297	88
Stating two differences between two pictures	310	77
Sorting pictures	308	85

PERSONNEL FUNDED THROUGH TITLE I MIGRANT IN REGULAR TERM PROGRAMS

Seventy-seven percent of the personnel funded through Title I Migrant were direct instructional personnel (teachers and teacher aides). An additional 10 percent were professional personnel such as counselors, librarians, and nurses. Table 10 provides additional statistical information on the number of personnel funded through Title I Migrant who were involved in 1974-75 regular term programs.

Most personnel involved in the program participated in staff development activities. The general activities are usually those required during the 10 days of inservice education mandated by the legislature.

TABLE 10

Personnel Funded Through
Title I Migrant

Personnel Position	Number of Personnel Funded Through Title I Migrant	Personnel Participating in Staff Development Activities			
		General Staff Development		Preparation For Working With Disadvantaged Children	
		Number	Percent	Number	Percent
Administrators and Supervisors	82	77	94	64	78
Elementary Teachers	854	754	88	715	84
Secondary Teachers	283	278	98	228	81
Multilevel Teachers	23	22	96	16	70
Elementary Aides	1,013	899	89	879	87
Secondary Aides	136	126	93	120	88
Multilevel Aides	46	32	70	37	80
Librarians	5	4	80	4	80
Social Services Personnel	108	91	84	86	80
Guidance Counselors	35	33	94	31	89
Nurses	51	44	86	40	78
Nurses Aides	50	46	92	38	76
Other Professional Personnel	21	16	76	16	76
Clerical Assistants	108	78	72	40	37
Other Nonprofessional Personnel	360	284	79	243	67

TEXAS SUMMER CHILD MIGRANT PROGRAM

A total of 12,362 students participated in the 1975 summer program, about the same as in 1974. More than 96 percent of the participants were Spanish-surnamed. The per pupil cost of the summer school operation was $141.

Students participated in instructional activities and received pupil services funded through Title I Migrant. Instructional areas included reading, mathematics, oral language, science, physical education, arts and crafts, music, and field trips. Services provided included transportation, clothing, and health services.

Of the $18,104,591 expended in direct assistance to local education agencies on the education of migrant children in Texas, $1,745,228 was for summer programs. One will note from Table 12 that a majority of these funds were used for employment of elementary teachers, teacher aides, and other nonprofessional personnel. Table 11 shows the number of personnel by position employed in the Migrant summer program.

TABLE 11

PERSONNEL IN THE MIGRANT SUMMER PROGRAM

Personnel Position	Number of Personnel
Administrators and Supervisors	36
Elementary Teachers	492
Secondary Teachers	37
Multilevel Teachers	30
Teacher Aides	545
Guidance Counselors	9
Nurses	26
Nurses Aides	16
Librarians	5
Library Aides	8
Social Services Personnel	33
Other Professional Personnel	61
Other Nonprofessional Personnel	175

TABLE 12

EXPENDITURE OF ESEA, TITLE I MIGRANT FUNDS
FOR 1975 SUMMER PROGRAMS

Area of Expenditures	Amount of ESEA, Title I Migrant Funds Expended	Percent of Total ESEA, Title I Migrant Funds Expended
Instructional Administration	89,680	5.1
Instructional Personnel	998,963	57.2
Pupil Services Personnel	134,622	7.7
Materials and Supplies	264,342	15.1
Staff Development	15,874	0.9
Community Services	51,490	3.0
Other Operating Expenses	72,382	4.2
Capital Outlay-Equipment	10,441	0.6
General Administration	9,790	0.6
Plant Maintenance and Operation	75,582	4.3
Indirect Costs	22,062	1.3
TOTAL	$1,745,228	100.0

PARENTAL INVOLVEMENT

As a part of its continuing effort to improve the education of Texas pupils, the Texas Education Agency has encouraged programs involving the parents of these pupils. During 1968-69, the Southwest Educational Development Laboratory under contract with the Texas Education Agency designed a series of parent-school-community involvement activities for migrant parents. Identification of ways to implement the activities continued in three school districts through 1971, culminating in revisions and more extensive piloting. In 1971-72 five new districts were added, giving eight sites. In 1973-74 approximately 20 selected school districts in the Texas Child Migrant Program participated in the project. The Texas Education Agency and nine education service center migrant components received regularly scheduled reports concerning all types of involvement activities from the school and the parent-school-community involvement staff at the pilot sites.

The 20 selected school districts served as models for the more than 80 programs, including all five migrant cooperatives, that were funded for special Parent-School-Community Involvement Programs (PSCI). Parent-school-community involvement is primarily concerned with three areas: the home, the school, and the community. The relationship among these three institutions affects the total development of the child. Threading through these concerns are attitudes to be shaped within the home, school, and the community. This program's main goals are:

1. To develop rapport among migrant parents, school personnel and community by increasing interpersonal contacts

2. To increase interest and knowledge among migrant parents about the education of their children

3. To involve all school personnel in the development of an effective Parent-School-Community Involvement Program

4. To enhance the migrant parents' and school personnel's knowledge of local, state and federal agencies, and other organizations that may improve the socioeconomic status of the migrant.

There were 18,858 parents or parent substitutes, adults fulfilling the role of a parent in the child's life, of children participating in Title I Migrant funded programs who attended at least one parent involvement activity.

MIGRANT MODEL SECONDARY PROGRAM

The Texas Child Migrant Program, recognizing the need to develop exemplary secondary programs, solicited proposals from districts interested in developing model programs for 1974-75.

Selections were made according to the effectiveness of the program in meeting the following criteria:

- Integration of Bilingual Bicultural Education.
- Provision for local credit.
- Ability to meet diagnosed student needs.
- Development of oral language and reading skills in Spanish and English.
- Involvement of parents and community.
- Flexibility of program in providing for student input and direction.
- Feasibility of program implementation in the absence of incentive funds.
- Validity and reliability of evaluation design
- Assurance and adherence to guidelines described in "An Administrative Guide for Programs for the Education of Migrant Children".

Proposals from seven local districts were approved for operation in 1974-75 with a total funding allocation of approximately $170,000. These same districts also operated a regular secondary program; however, there was no attempt to contrast the effectiveness of these two types of secondary programs.

LOCAL DISTRICT SELF-EVALUATION

The Annual Evaluation Report submitted by each school district operating a Title I Migrant funded program required each district to evaluate separately, each of the components of the program funded in the 1974-75 Consolidated Application for State and Federal Assistance. This self-evaluation was to provide information for determining the needs of children and the programs to meet these needs, and serve as the basis for requesting funding for the 1975-76 school year.

In the application for funding, the local district established objectives for each component of the Title I Migrant program. The evaluative data collected from each district consisted of a rating of the extent to which the objective was achieved, including the rationale used in reaching this conclusion. Test data were required for each instructional component; noninstructional support components were evaluated on the basis of subjective information or judgments made by those most closely involved with the component. An explanation was required of any ratings which were inconsistent with the results from the measurement instruments used, as well as the reason for a failure to test all children served in the special programs.

The self-evaluation process was advocated for the 1974-75 programs because of the manner in which districts state objectives for components and the variety and differences in components. The basis for judging effectiveness is determined by the locally established criteria.

From an analysis of the 180 districts submitting reports (one district did not submit an evaluation) the following generalizations are presented:

- The problem of writing meaningful and measurable objectives appears to be evident in many districts.

  - Approximately 75 percent of the districts wrote objectives that were meaningful and measurable.

- Objectives were stated in many ways. Some districts expressed anticipated achievement as gains per month of instruction as measured by a standardized achievement test. Other districts stated objectives which indicated expected performance based upon mastery of identified skills, as measured by

criterion-referenced or objective based tests. Other districts indicated only that "improvement will be shown". The criteria for attainment of these objectives varied, depending upon the level of disadvantagement of the children being served.

.. Fifty-seven percent of the districts expressed an expectation level of 1.0 or more month-per-month of instruction as measured by a standardized achievement test.

- Use of standardized achievement tests for evaluating program success was not widely accepted by the teaching personnel because of their belief that these instruments do not measure the skills gained from a particular program. Teachers contended that the use of criterion-referenced tests allows them to show direct evidences of achievement.

.. In many districts which used criterion-referenced tests for evaluation, administrators felt that these tests were difficult to analyze for groups of children and difficult to use in determining the long-term success of programs. In reviewing the evaluation reports from districts, it is apparent that a greater number of districts than in past years have realized the need for some type of objective testing to determine if changes in intellectual growth of children has occurred. Less reliability by the districts is placed upon subjective judgements than in the early years of specially funded programs.

- The self-evaluation process caused many districts to acknowledge the inadequacy of the planning and evaluation processes used in past years.

.. It was noted that there have been many evidences of the planning of appropriate steps by districts to overcome deficiencies in the Title I Migrant program components. A great deal of time was spent with district personnel discussing the evaluation process and its outcomes in terms of future program development. Assistance was provided to those districts rating their programs as very effective, but unsubstantiated by test data. Cost data were also used in discussing program effectiveness with district personnel. School personnel were encouraged to utilize cost-effectiveness comparisons in examining overall program benefit.

The following rating scale was used by the districts in rating each of the objectives for instructional, instructional support, and noninstructional support components:

0 - Negligible attainment

1 - Few evidences of attainment

2 - Moderate attainment

3 - High incidence of attainment

4 - Completely attained

A comparison of the Texas Education Agency analysis of the evaluation data and the local district rating was made. Because of the many variables in the component design and objectives, the computation of an average rating would be meaningless. Instead, the Texas Education Agency staff examined the district rating along with test data and all other information submitted to validate the district's rating. In the case of ratings of objectives for instructional components, the Texas Education Agency staff concurred with the ratings of 71 percent of the districts reporting.

A review of the ratings for the noninstructional support components show a concurrence by the Texas Education Agency staff with approximately 98 percent of the districts which funded these types of components.

It was difficult to disagree, in many instances, if a rating appeared high because the criteria stated for attainment of the objective was either low or the percent of pupils expected to meet the criteria for attainment was low.

The ultimate purpose for the self-evaluation process was to cause districts to state in more conclusive terms the effects of the 1974-75 program components and from these conclusions, make recommendations about the continuance of these components in subsequent years.

In the case of instructional components, the Texas Education Agency staff concurred with the conclusions and recommendations of approximately 77 percent of the districts. In most instances it was evident that a need continued to exist in the same areas in which treatment had previously been provided. Not reflected in the above percentage, however, is some disagreement with the priority needs for future programs.

It was difficult to disagree with the conclusions and recommendations made by the districts regarding noninstructional support components because there was little objective data on which to conclude otherwise. It appeared that most districts felt the continuance of these types of services fulfilled the need which they purported to serve, although their impact was difficult to measure.

The most difficult program components to evaluate by school districts were those stating process or enabling objectives. These types of objectives were most common for kindergarten, bilingual, oral language, and instructional support components. Changes in pupil performance were difficult to state for these components and the expertise of program planners was such that these process objectives as stated were unmeasurable. Assistance appears to be needed in setting goals and objectives for these components and identifying instruments to measure the outcomes.

The analysis of the self-evaluations resulted in recommendations for program review and funding. These recommendations included, but were not limited to, the following:

- Need for instruction in certain subject areas at particular grade levels.
- Need for greater specificity in writing objectives and stating these in meaningful and measurable terms.
- Better planning in development and coordination of program components within the Title I Migrant program and between other specially funded programs.
- Suggestions for revision of testing programs when inappropriate instruments were used for measurement or the time of testing was inappropriate.
- Recommendations for staff development.
- Recommendation for deletion of duplicated programs or services.

CONCLUSIONS AND RECOMMENDATIONS

Test results from only 45 percent of participating students, without random selection, and on only the reading, mathematics, and oral language programs do not allow one to make conclusions on a statewide level with much confidence. However, for reading, mathematics, and oral language, the available data indicate that:

(1) The migrant student is making gains at all grade levels.

(2) Almost half (45 to 46 percent) of the migrant students are showing gains equivalent to or better than the general population.

One of the more important functions of any evaluation is the feedback cycle, which is directed at providing evaluative information to decision makers at a time when decisions are needed. Since the programs are funded on a year to year basis, this point for the migrant program is between school years. Because the approval process for new programs begins prior to the receipt of evaluation information on present programs, the feedback cycle in past years has not been very effective.

In 1974-75 a change in both the format of the reports from the local districts and the reporting date was encated by the Division of Evaluation, Texas Education Agency. The intent of the change was to allow better utilization of the evaluation cycle. That is, to allow use of evaluation results from each local district in establishing priorities for funding activities the following year.

In the new format the evaluation was coordinated with the objectives of the funded programs of each local district. The evaluation report was returned to the Texas Education Agency with the Consolidated Application for Federal Assistance for the coming year. This provided for the use of the 1974-75 evaluation report by the Texas Education Agency personnel while decisions were being made on funding for 1975-76. It is recommended that this procedure be continued in the immediate future.

Implicit in this recommendation are the following assumptions:

- By improving the quality of evaluations generated at the local district level, state evaluators will improve evaluations at the federal level through the reporting of better information.

- Difference in local needs, circumstances, conditions, resources, and priorities dictate that no single approach is optimal, but that the most effective design will be derived by the tailoring of the evaluation to the objectives of the local projects within the confines of federal information needs.